

### District Curriculum Document

*This is to be created at the district level using teacher teams*

Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<ol style="list-style-type: none"> <li>1. Communication is an important component of healthy relationships. <i>What is body language? What is the difference between verbal non-verbal communications? How do we communicate? How does nonverbal communication influence relationships?</i></li> <li>2. Positive conflict resolution helps create healthy relationships. <i>What is conflict? What is conflict resolution? What are different strategies to help with conflict resolution?</i></li> <li>3. Having good character fosters a positive environment. <i>What is good character? Why is having good character important?</i></li> </ol>	<p>Standard 1 Core Concept: Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses of self and others.</p>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> <li>1. Demonstrate effective verbal and nonverbal communication skills to enhance health</li> <li>2. Demonstrate nonviolent strategies to manage or resolve conflict (4.1.1)</li> <li>3. Explain how a person can demonstrate good character traits (4.1.3)</li> </ol>
Supporting Standards		
<ol style="list-style-type: none"> <li>1. Identify all areas of the Health Triangle and provide examples of each (CC-MES)</li> <li>2. Identify examples of emotional, intellectual, physical, and social health (1.1.2)</li> <li>3. Understand the physical signs of stress (CC-MES)</li> <li>4. List healthy options to health related issues or problems (5.1.2)</li> <li>5. Identify situations that are stressful to an individual and explain why some stressors are different for different people (e.g. Rollercoaster, airplane, public speaking, etc.) (CC-MES)</li> <li>6. Compare and contrast bullying and non-bullying situations. (CC-MES)</li> <li>7. Analyze when assistance is needed when making a health –related decision (5.1.2)</li> <li>8. Identify how peers can influence healthy and unhealthy behaviors (2.1.3)</li> <li>9. Apply strategies to manage emotions (CC-MES)</li> <li>10. Demonstrate how to ask for assistance to enhance personal health (4.1.4)</li> </ol>		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p><b>Academic:</b> demonstrate, explain, compare and contrast, identify, understand, analyze, apply</p> <p><b>Content:</b> relationships, verbal, nonverbal, communication, nonviolent, conflict, manage, resolve, strategies, character trait, body language, environment</p>		

## District Curriculum Document

*This is to be created at the district level using teacher teams*

Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<ol style="list-style-type: none"> <li>Advertisements can influence the choices we make as a consumer. <i>What is a consumer? How do we hear/know about products? Are advertisements always truthful and accurate? How do advertisements influence your choices?</i></li> <li>The ability to recognize valid health information, products, and services can affect your health. <i>What is a health product? How do you know it is reliable? What is a health service? Who can provide these services? Where can you go to find reliable health information?</i></li> </ol>	<p>Standard 1 Core Concept: Youth need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Community health includes providing valid and appropriate health information, education, services, and products.</p> <ol style="list-style-type: none"> <li>Explain how media influences thoughts, feelings, and health behaviors (3-5.2.1.5)</li> <li>Identify characteristics of valid health information, products, and services (3-5H.3.1.1)</li> </ol>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> <li>Demonstrate the impact advertising has on product choice.</li> <li>Identify characteristics and provide examples of valid and reliable health information, products, and services.</li> </ol>
Supporting Standards		
<ol style="list-style-type: none"> <li>Compare needs and wants and discuss how wants can impact the idea of consumerism. (Standard 1 Core Concept)</li> <li>Understand the difference between health products and services</li> <li>Provide examples of health services and products in your community.</li> <li>Identify ways students can contribute to their community. (Standard 1 Core Concept)</li> <li>Describe ways that technology can influence personal health (3-5.H.2.1.6)</li> <li>Understand the purpose of a public service announcement</li> <li>Locate resources from home, school, and community that provide valid health information (3-5.H.3.1.2)</li> </ol>		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p><b>Academic:</b> Identify, create, demonstrate, characteristics, impact, influence, recognize, valid, reliable, compare</p> <p><b>Content:</b> advertisement, product choice, products, services, media, consumer, consumerism, public service announcement,</p>		

## District Curriculum Document

*This is to be created at the district level using teacher teams*

Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
1. Awareness of food groups, nutrients, and serving sizes have an impact on healthy food choices. <i>Why does the body need food? What impact do nutrients have on the body? What effect do serving sizes have on your health?</i>	Standard 1 Core Concept To learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.	<u>In this unit you will:</u> 1. Identify the specific nutrients within each food group. (i.e. protein, carbohydrates, fats, calcium, vitamins A,C,D) and the benefits they provide to the body. 2. Demonstrate serving sizes for different foods.
Supporting Standards		
1. Describe the relationship between healthy behaviors and personal health. (3-5.H.1.1.1) 2. Describe the impact of health behaviors on body systems. (3-5.H.1.1.6) 3. Identify characteristics of valid health information, products, and services. (3-5.H.3.1.1) 4. Choose a healthy option when making a decision. (3-5.H.5.1.5) 5. Describe the outcomes of a health related decision. (3-5.H.5.1.6) 6. Identify responsible personal health behaviors. (3-5.H.7.1.1) 7. Describe the positive benefits between healthy nutrition and physical activity. (Standard 1 Core Concept)		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<b>Academic:</b> identify, demonstrate, describe, awareness, affect  <b>Content:</b> physical activity, healthy, serving size, nutrients, choose, food groups, body systems, products, services, benefits, health information, behaviors, impact		

## District Curriculum Document

*This is to be created at the district level using teacher teams*

Topic Big Ideas/Essential Questions	Student Achievement Targets/ Priority Standards (PS)	Student Learning Intentions (Student Friendly Language of the Priority Standards)
<ol style="list-style-type: none"> <li>Appropriate and safe behaviors will reduce the risk of injury. <i>How do you stay safe while riding your bike, scooter or roller blades, etc.? What rules do you have while riding your bike on the road or a trail? What is a pedestrian?</i></li> <li>Proper skills in basic first aid with 9-1-1 procedures can save a life. <i>What is first aid? What are first aid procedures for cuts, bruises, burns, stings, and nose bleeds? When should you call 9-1-1? What information should you have when you call 9-1-1?</i></li> </ol>	<p>Standard 1 Core Concept: Unintentional and intentional injuries rank among the greatest threats to the health of children and young adults. Knowledge of prevention through safe living habits, healthy decisions, violence prevention, emergency response and an awareness of the consequences of ones decisions, will help to prevent many injuries.</p> <ol style="list-style-type: none"> <li>Identify responsible personal health behaviors. (3-5.H.7.1.1)</li> </ol>	<p><u>In this unit you will:</u></p> <ol style="list-style-type: none"> <li>Explain the rules for bike and pedestrian safety.</li> <li>Respond to a basic first aid situation and know how to place a 9-1-1 call.</li> </ol>
Supporting Standards		
<ol style="list-style-type: none"> <li>Identify the rules for gun safety (Standard 1 Core Concept) <ul style="list-style-type: none"> <li>Stop, don't touch, leave the area, tell an adult</li> </ul> </li> <li>Discuss how to identify unsafe situations in the home (Standard 1 Core Concept) <ul style="list-style-type: none"> <li>Answering telephone, cooking, answering the door, internet safety</li> </ul> </li> <li>Describe ways in which a safe and healthy school and community environment can promote personal health. (3-5.H.1.1.4)</li> <li>Identify health-related situations that might require a thoughtful decision. (3-5.H.5.1.1)</li> <li>Demonstrate a variety of behaviors that avoid or reduce health risks. (3-5.H.7.1.3)</li> <li>Demonstrate how to ask for assistance to enhance personal health (3-5.H.4.1.4)</li> </ol>		
Academic and Unit Vocabulary (people, ideas and vocabulary)		
<p><b>Academic:</b> Respond, appropriate, reduce, procedure, prevent, situation, promote, internet, information</p> <p><b>Content:</b> Pedestrian, first aid, injury, 9-1-1</p>		